CHAPTER 7–Instruction

1.0 Instructional Goals

We believe the ultimate purpose of education should be the development of an individual who can deal with life effectively in terms of his/her own good and the good of society. Effective citizenship requires that all participants develop desirable intellectual, cultural, social, emotional, and physical maturity. This purpose is possible only when opportunities are provided for each child to achieve maximum growth at the various stages of his/her development. Thus, every educational endeavor must ultimately be evaluated in terms of the extent to which it contributes to this purpose.

This dual, personal-social function of education requires that the school program be planned in such a manner that it shall contribute to the development of children as individuals and as members of society.

In the matter of the development of the individual child, the Jefferson County School System recognizes specific responsibilities to all children.

The educational program introduces each student to a variety of interest and subject areas that offer exposure to the range of opportunities available in later years. These experiences produce the basis for further education and future employment and ensure college and career readiness. The school environment should be responsive and conducive to learning. The physical environment facilitates and enhances the learning experiences available to each student. A responsive environment includes competent, dedicated teachers using a variety of techniques, and Safety, physical comfort, and appearance also are vital environmental components.

Jefferson County’s commitment to excellence and recognition of the specific needs of the individual child drive our goals for the success of each student.

To this end, our goals of the Jefferson County Schools are as follows:

1. All students will have equal educational opportunities.
2. Students will graduate with the knowledge and skills to succeed in a competitive and changing society, be both physically and emotionally fit to lead fulfilling lives, and be contributing members of society. Students will graduate with the knowledge and skills paramount to success in a competitive and changing society, including those physical and emotional skills that lead to being a contributing member of society.
3. Students will have an appreciation of global cultures.
4. Students will be provided a safe and stimulating learning environment.
5. Opportunities will be provided for school personnel to improve their knowledge and skills to help ensure that all students succeed.
6. Schools will become centers for life-long learning and community service with
partnerships that support teaching and learning.

7. The best personnel will be recruited, retained, and provided competitive salaries and benefits.

8. Economic development will be facilitated through a well-educated and technically literate workforce. Jefferson County Schools is dedicated to using technology to enhance learning, which engages and empowers all learners in a global society.

These goals augment and are in addition to State Board Policy 2520 West Virginia Board of Education Content Standards and Policies.

2.0 Dropout Prevention

Dropout prevention activities must begin as soon as possible and continue through the child's years within the school system. All school personnel should work together in offering each student the best possible education to make his/her school years as beneficial as possible.

Jefferson County Schools is committed to ensure success for all students which includes a supportive learning environment that begins in early childhood and continues throughout the child’s years within the school system. All school personnel will work together in offering each student the best individualized educational program. This supportive program will ensure student success and enable each student to have the most beneficial academic experience.

All students who decide to withdraw from school shall have an exit interview with their school counselor. Jefferson County Schools will provide an individualized approach to education through a proactive response to education and recognition of individual student ability. This proactive response includes instructional interventions, extended school year, summer school, and credit recovery. These programs provide children with multiple opportunities to ensure success as well as support when needed to master challenging standards. If a student decides to withdraw from school, they shall participate in an exit interview with the school counselor. This may prepare the student for his/her options for consideration when he/she is out of the school setting.

3.0 Program Management

Instructional programs will be accomplished with the assistance of the educational community.

3.1 Curriculum

Curriculum shall be developed in a collaborative effort by all the educational community consistent with West Virginia State Board of Education and West Virginia State Codes. Reference: West Virginia State Board Policy 2510

3.2 Summer Program

The Board will offer a summer school program for grades pre-kindergarten (P-K) through twelve appropriate levels depending on student need and available
funding. Tuition charges, if any, will be established annually by the Board. Students eligible for free or reduced lunch will be exempt from paying tuition.

3.3 **Homebound/Hospital Instruction**

**Approved 7/22/96**

A system of homebound/hospital instruction for all students who are physically unable to attend school shall be provided under reasonable rules established by the Jefferson County Superintendent of Schools. (Refer to Jefferson County Schools Operating Procedure 7.13) Moving to Chapter 8

3.43 **Home School Instruction**

**Approved 9/9/96**

In accordance with Exemption BC, West Virginia Code § 18-8-1, Compulsory School Attendance, persons providing home instruction are required to make notice of intent to provide home instruction at least two weeks prior to initiation of instruction in the student's home or another location approved by the superintendent. The home school instructor shall submit an outline plan of instruction which may include a list of textbooks and other instructional materials to be used. Each home instructed student must have his/her academic performance assessed annually. The results of the academic performance must be submitted annually to the administrator in charge of student testing by the thirtieth of June. The parent or legal guardian shall submit to the county superintendent the result of the academic assessment of the child at grade levels three, five, eight and eleven, as applicable, by June 30 of the year in which the assessment was administered. All home instructors must have a high school diploma or equivalent.

If a student plans to enter Jefferson County Schools following home instruction, the administrator in charge of Home School Instruction will determine appropriate grade placement. However, in grades nine through twelve Carnegie credits are granted only from an accredited institution.

All students entering Jefferson County Schools are subject to the school entrance policy established by Jefferson County Schools. Any child receiving home instruction may, upon approval of the superintendent, exercise the option to attend any class up to two classes, for enrichment, offered by the county board of education subject to normal registration and attendance requirements.

All specific requirements for home school instruction are to be found in the Jefferson County Standard Operating Procedures (SOP) Manual, Chapter 7, Home School Instruction 7.14.

3.54 **Special Education**

**Board Revised 3/22/10**

Special education services are provided for students identified as exceptional according to West Virginia State Policy 2419 (Regulations for the Education of Exceptional Students), and the Jefferson County Schools Policies and Procedures for Education of Exceptional Children.
Copies of the special education regulations and procedures shall be kept on file at each school and in the county office. Reference: Public Law 108-446

3.65 Adult Education

Jefferson County Public Schools partners with the Jefferson County Parks and Recreation Department to offer community education programs designed to support life learners in the community.

A. Community Education. As faculty and facilities are available, the Board shall design adult community education programs to meet community interests and needs.

B. Adult Education. Educational courses will be offered to assist with secondary education completion.

The courses may be of a non-credit personal development nature or adult basic education courses designed to meet the requirements for a General Education Development Diploma.

3.76 Limited–English–Proficiency Language Instruction Educational Program

Approved 11/2/98

A. Purpose and Goal

An English as a Second Language (ESL) program shall be taught to enable English Language Learners (ELL) students to become competent in the comprehension, speaking, reading, and composition of the English language. The program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies as integral parts of the academic goals for all students, to enable ELL students to participate equitably in school. The ESL program shall use instructional strategies designed to meet the special needs of ELL students, and the basic curriculum content of the program shall be based on the state instructional goals and objectives.

A language instruction educational program (LIEP) shall be provided for identified English learners whose difficulties speaking, reading, writing, or understanding the English language may deny the ability to meet challenging academic standards. The purpose of the LIEP will be to facilitate achievement of English proficiency and academic content standards for West Virginia schools. The overarching goal of the LIEP is to support the ability of English learners to achieve in classrooms where the language of instruction is English as well as to offer English learners the opportunity to participate fully in society.

B. Required Program

Jefferson County Schools shall offer qualifying ELL students instruction in English as a Second Language (ESL) in grades pre-k through grade twelve. The program shall address the affective, linguistic, and cognitive needs of the ELL students.
Identified English learners who are aged 3 through 21 and enrolled in an elementary or secondary school shall participate in the LIEP. The English Language Proficiency standards, as defined in West Virginia Policy 2417, shall serve as the framework for providing an effective LIEP.

C. Eligibility

Qualifying students with limited English proficiency will be eligible to receive ESL services. English as a Second Language service will be provided to students participating in a foreign exchange program only on a space available basis.

A home language survey shall be used to identify students whose primary or home language is other than English. As determined by the home language survey, potential English learners shall be accessed using a valid and reliable English language proficiency screener. Students who do not score proficient on the screener shall be formally identified as English learners and eligible to participate in the LIEP.

4.0 Instructional Materials

4.1 Selection

4.1.1 Philosophy

A modern school system must provide for its students a wide variety of instructional materials that must be constantly evaluated, revised, and replaced. Materials used must be up-to-date, challenging, accurate, realistic and useful reflective of the student community being serviced by the materials. Because new programs must be developed and used, teachers should be encouraged to utilize new and different materials. Students should have an opportunity to choose freely in their reading and not be sheltered from unpopular ideas and thought by censorship. Instructional materials must be reviewed and updated as necessary to reflect the current educational standards and cultural expectations of the Jefferson County community.

4.1.2 Responsibility

The Board is ultimately responsible for all matters relating to the operation of Jefferson County Schools including the selection of instructional materials.

The responsibility for the selection of instructional materials is the Board's; however, the Board delegates to the professionally trained personnel employed by the school system as well as feedback from community members, a big role in making a recommendation. The chairman and two members of each textbook selection committee shall appear before the Board to present materials and summarize reasons for selection of materials prior to its adoption.
4.1.3 Objectives

The primary objective of the school's instructional materials selection is to implement, enrich, and support the educational program of the school. It is the duty of the school system to provide a wide range of materials on all levels of difficulty, with diversity of appeal, cultural diversity, and the presentation of different points of view.

4.1.4 Challenged Materials

Occasional objections to a selection may be made, despite the care taken to select valuable materials for student and teacher use. It is the policy of the Board to have open and fair review of challenged materials.

See SOP 7.12, Instructional Materials Evaluation

4.1.5 Materials Review Committee (SOP 7.12) Approved 5/28/13

The criteria for selection of Jefferson County Schools’ instructional materials are a review committee whose positions are posted by the Human Resources department. Members are selected from the qualified list of applicants by recommendation of the Curriculum and Instruction department with subsequent board approval. The following may be hired and/or serve on the selection committee:

A. General and special education teachers representative of grade level or content areas
B. Cultural Diversity Coordinator
C. Curriculum and Instruction Coordinator

Schools may supplement the WVBOE adopted curriculum through a review committee.

The criteria for selection of supplemental instructional materials are a review committee from each school shall be appointed by the principal and may include:

A. The head teacher or assistant principal
B. Teacher representative from content area or grade level
C. Guidance counselor, if available
D. Librarian
E. Parent representative (not a school employee)

4.1.6 Policy for the Use of Multimedia Materials Not Owned, Broadcast or Recommended by the Jefferson County Board of Education Approved 5/28/13

Incorporating media in the classroom is an effective instructional practice. Teachers are expected to align the digital content with the appropriate, efficient and ethical use of internet in the school setting. Lesson plans
should reflect the content standard’s use of media. Teachers are required to preview all content prior to classroom use. Teachers must also adhere to local and state acceptable use policies. (See JCBOE Policy Manual, Chapter 6, Personnel; WVBE Policy 2460)

Approved 4/14/97

The Jefferson County Board of Education shall provide students with appropriate instructional materials. Multimedia shown at a school or as a part of a school-sponsored function or event must be relevant to the curriculum being studied and appropriate for the age and maturity levels of students being taught.

References: SOP 7.9a, Guidelines for the Use of Multimedia Materials Not Owned, Broadcast, or Recommended by the Jefferson County Board of Education

Jefferson County Board of Education Policy Chapter 6, Copyright Policy

4.2 Textbooks

The Board approves textbooks electronic and course books upon recommendation of the superintendent from those approved by State Board of Education.

4.2.1 Purchase of Materials

The policy of the Board is to pay for all primary instructional materials.

4.3 AIDS Education Policy

Instruction concerning Acquired Immunodeficiency Syndrome (AIDS) is required by State Law to be part of the curriculum. This matter must be treated with great importance due to the nature of the disease but must also be treated with tact and discretion. It shall be the policy of the Jefferson County Board of Education that instruction concerning AIDS, its nature, causes, transmission, and symptoms shall be a part of the curriculum of our schools and shall be handled by the teachers in a manner consistent with the maturity of their students.

The goal of this policy is to assist in the protection of students by providing them with the knowledge necessary to avoid behavior that will put them at risk of infection with the Human Immunodeficiency Virus (HIV). The Jefferson County Instructional Program shall adhere to West Virginia Code §18-2-9(b) and the established West Virginia Content Standards and Objectives (CSO).

I. Instructional Program may include the following concepts:

A. AIDS prevention education shall be integrated into current programs of study such as health, science, developmental guidance, home economics and social studies as appropriate and should be included as a part of the instruction of other Sexually Transmitted Diseases.

B. The program shall be comprehensive to provide not only knowledge about the disease AIDS but also have a focus on the
behaviors necessary to prevent exposure to the virus.

C. Before graduation all high school students will have received appropriate AIDS prevention education. Such instruction shall normally be delivered with the health and science course requirements for graduation.

An outline of basic education (K-4)

a. The existence of a disease called AIDS
b. That AIDS can affect people of all ages
c. That AIDS is a very serious disease

2. Middle Childhood Education (5-8)

a. The severity of AIDS, that it currently has no cure
b. That AIDS can be transmitted in a variety of ways
c. That AIDS can be prevented, generally, by the lifestyle of the individual
d. Grades 7-8: The symptoms of AIDS and the fact that AIDS causes a variety of other diseases to be more readily contracted by the individual

3. Adolescent Education (9-12)

a. That AIDS is transmitted by:
   (1) Blood Transfusions (but that this causative factor is becoming less significant)
   (2) Use of needles in injecting illegal drugs when the needle is contaminated with blood containing the virus
   (3) Through sexual contact with an infected person
b. The difference between a person carrying the HIV virus and a person actually having AIDS
   (1) However, that most, if not all, HIV carriers will contract AIDS
c. That AIDS is generally preventable with responsible action by the individual (the student in this case)
   (1) Not injecting illegal drugs
   (2) Abstinence from pre-marital (and extra-marital) sexual relations

**EMPHASIZE:** SEXUAL ABSTINENCE IS THE
MOST EFFECTIVE METHOD OF AIDS PREVENTION.

THE STUDENT, IN LARGE MEASURE, IS THE PERSON RESPONSIBLE FOR HIS/HER POSSIBILITY OF CONTRACTING AIDS.

d. That there are agencies that will test for AIDS if suspected, and there are agencies that counsel concerning sexual activity.

Teachers should use acceptable materials and vocabulary in teaching about AIDS and human sexuality (as well as about sexually transmitted diseases). Questions should be answered honestly, factually, and in a manner consistent with the maturity of the student. Guidelines, such as those published by the Centers for Disease Control, may be used as resources.

II. Staff Development

A. Provisions shall be made for all school staff to receive in-service training about the nature of the AIDS epidemic and means of controlling its spread and the role of the school in providing education to prevent transmission.

B. Educational personnel responsible for classroom instruction shall receive staff development that will enable them to implement effective AIDS education programs.

C. Educational personnel responsible for delivering instruction shall periodically participate in staff development activities that will provide current information related to AIDS education.

III. Parent Involvement

A. Parents or guardians shall be made aware of and invited to staff development programs related to AIDS prevention education.

B. As curricular materials are developed and/or adopted, parents or guardians shall be made aware of these materials. The AIDS curriculum and materials shall be available for parental examination.

C. Parents may provide written notice to the school principal to exempt their children from AIDS instruction.

5.0 Instructional Practices

5.1 Lesson Planning

Good planning is indispensable to good teaching. Adequate plans would include both long and short-range plans. Lesson plans shall

A. be available on the first day of the week for the remainder of the school
B. be current and adequate to serve the needs of either the teacher or a substitute teacher;  

Approved 12/04/01

C. be based on approved Content Standards and Objectives or county board approved course outlines for elective (WV Department of Education Policy 2520);  

Approved 12/04/01

D. be reviewed at least once each nine weeks by the principal, with the principal making comments that are noted in the teacher’s plan book. (WV Department of Education Policy 2320, 2510, and 5310); and

E. contain a clear objective for the lesson;

F. contain evidence of support of differentiation strategies and active student engagement.

5.2 Grading and Achievement  

Approved 4/27/10, Effective 7/1/10

Every student in every classroom should know what is being expected of him/her. Each course of study contains a basic core or minimal set of skills and information which is essential for successful transition to the next level of the course and which represents a reasonable degree of proficiency. These minimum skills are content standards and objectives. Levels of performance are always a reflection of the student’s ability and not used as a punitive measure.

5.2.1 Grading/Reporting for Primary Grades 1 and 2

Grading scale for library, physical education, art, and music:

<table>
<thead>
<tr>
<th>O</th>
<th>= Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>= Satisfactory progress and performance (May include “+” or “-” notation for “S” grades only.) (“S+” shows strong progress and performance and “S-” shows progress but lacks of consistency)</td>
</tr>
<tr>
<td>U</td>
<td>= Unsatisfactory progress and performance</td>
</tr>
</tbody>
</table>

Levels of performance for grades one and two:

- Above Standards (A) – The student consistently demonstrates a deep understanding of the skills.
- At Standard (S) – The student demonstrates a proficient understanding of the skills and meets the grade level goal.
  - An “S” indicates that a student has met the benchmarks for a learning target at the time of reporting. In a standard-based reporting system, “S” is the expectation for students and represents a high level of knowledge.
- Developing (D) – The student is advancing forward, but has not mastered the grade level goal.
Emerging (E) – The student is beginning to show an understanding of the skills
Not assessed at this time – (/). Standards are not assessed during this quarter.

Indicators of Effort:
- 4 – The student participates in classroom activities/discussions and goes beyond the requirements while taking initiative to be responsible for his/her own learning.
- 3 – The student participates in classroom activities/discussions as well as completes assigned tasks independently, promptly, and efficiently.
- 2 – The student participates in classroom activities/discussions with occasional prompts, reminders, and support as well as additional time to complete tasks.
- 1 – The student participates in classroom activities/discussions with many prompts, reminders, and support as well as additional time to complete tasks.
- 0 – The student rarely participates in classroom activities/discussions and only completes task when total support is provided.

Teachers of grades one and two should assess and document each student’s independent levels of performance based upon West Virginia Content Standards and Objectives (CSO’s). Social studies, science, and health will be integrated in the core subjects.

Grades one and two will issue progress reports four times per school term at nine-week intervals.

In grades one and two, a grade O, S, or U will be assigned for the following subjects: art, music, physical education, and library. In all subject areas, instruction and practice in writing is required in each marking period.

5.2.2 Grades 3, 4 and 5 Grading/Reporting

Revised 5/26/16

In grades three through five, a grade of O, S, N, or U will be assigned for the following subjects: art, music, physical education and library. In addition, intermediate teachers will use this grading scale to communicate students’ effort, work habits, behavior, citizenship and other non-academic measures.

Grading scale for library, physical education, art, and music:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Outstanding</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory progress and performance (May include “+” or “-” notation for “S” grades only.) (“S+” shows strong progress and performance and “S-” shows progress but lacks of consistency)</td>
</tr>
<tr>
<td>N</td>
<td>Needs improvement</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory progress and performance</td>
</tr>
</tbody>
</table>

Grading scale for grades three through five:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
</tr>
</tbody>
</table>
At the beginning of a school year, each school’s grade level teams will establish grading procedures that reflect students’ progression of learning. The grading procedures shall provide authentic evidence documenting student progress toward mastery of West Virginia Board of Education approved content standards and objectives.

Teachers of grades three through five shall document students’ progress according to academic performance. Intermediate teachers shall utilize the Jefferson County Schools electronic grade book to communicate students’ progress. For each grading period, the report-card grade in English language arts shall comprise a minimum of nine grades per nine weeks. Science and social studies shall consist of a minimum seven grades per nine weeks. Assessments recorded as grades in the electronic grade book shall be specified so that they reflect the content standards and objectives. In all core subject areas, instruction, practice, and assessment in writing are required each grading period.

A separate health grade will be reported for each nine-week grading period and will consist of a minimum of four grades.

Intermediate report-card grades are to indicate the degree of mastery of learning outcomes based on the West Virginia Content Standards and Objectives (CSOs) and the 21st Century Learning Skills and Technology Tools. Non-academic variables such as effort, behavior, attitude, and work habits shall not adversely affect students’ grades. Non-academic indicators shall be documented separately from students’ academic learning and performance records. The primary purpose of intermediate report-card grades is to communicate the mastery of students’ understanding of established learning standards and objectives.

It is the expectation that, within one week of students’ completing assessments, teachers in grades three through five will enter grades in the Jefferson County Schools electronic grade book. A minimum of one grade per week is to be entered in the district’s electronic grade book for English language arts and math.

Intermediate teachers shall use a variety of assessments to determine report-card grades that reflect proficiency related to content knowledge and skills. Assessments may be standard, non-standard, performance assessments or portfolios, observation performance data, achievement checklists, rubrics, teacher-made and other tests that are at the discretion of and use by classroom teachers. (WVBE Policy 2510, Section 10.1.a)

Such assessments and evidence must be included in the teachers’ explanations of grading procedures. The school principal must approve
the grading method and place a copy on file in the school office. Students must know in advance the grading procedures and evaluations used by their teachers. In addition, all parents will be provided a copy of the teacher’s grading procedures at the beginning of the school year.

All eligible students with disabilities under WVBE Policy 2419 or Section 504 will be assessed if necessary with the appropriate accommodations and/or with modifications as determined by their IEP Teams or Section 504 Committees or LEP Committees. (WVBE Policy 2510, Section 10.2)

Grades three through five report cards will be issued four times per school year at nine-week intervals.

5.2.3 Middle School – Grades 6, 7, and 8

Each teacher may evaluate students using his/her own method with such method adhering to the content standards of the course. The method of deriving percent grades must be included in the teacher's explanation of grading procedures. The school principal must approve this grading method with a copy on file in the school office. The student must know in advance of the grading procedures and evaluations used by his/her individual teachers. In addition, each parent will be provided a copy as the student begins the class. Teachers should have a copy signed by the parent and returned to the school.

Nine or more grades must be given each nine weeks, and these grades must be averaged to determine the nine-weeks grade. Nine-weeks tests are optional. However, if a nine-weeks test is not given, at least one unit test must be given and explained in the teacher's grading method approved by the principal. A copy of the nine-weeks test or unit test shall be provided to the school principal. This plan must contain an explanation of the weight assigned to the nine-weeks test. At least two summative assessments, i.e., projects, unit tests, or chapter tests, shall be conducted each semester. In all subject areas, instruction and practice in writing is required each marking period (WVDE Policy 2510, 9.6). All concepts tested must have been previously taught, reviewed appropriately, and tested in the manner taught.

Nine-weeks grades must be recorded on the report cards in letter grades with each letter being assigned a percent value. Both letter and percent must be shown on the report card. Percents must be rounded to the nearest whole percent.

The two nine-weeks percentages must be averaged to give the semester grade. The semester letter grade and its percent must be shown on the report card.

The following scale shall be used in compiling all averages (State Board Policy 2515):
Grading Scale and Quality Points

(§ 126-37-3)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93 – 100</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>85 – 92</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>75 – 84</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>65 – 74</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0 – 64</td>
</tr>
</tbody>
</table>

Percents must be rounded off to the nearest whole percent.

5.2.4 High School – Grades 9, 10, 11, and 12

Regular evaluation is necessary to ensure that the written and delivered curriculum is having the desired effect for students—all students attaining a reasonable level of proficiency in the prescribed content standard objectives for each course. Curriculum evaluation is an ongoing process of collecting, analyzing, synthesizing, and interpreting information to aid in the understanding of what students know and can do. Student grades will be averaged using the above scale to communicate student achievement. The method of deriving percent grades must be included in the teacher’s explanation of grading procedures and adhere to guidelines as outlined in the Jefferson County Schools’ high school grading policy.

The school principal must approve the teacher’s grading method at the start of each academic semester adhering to the guidelines herein stated. A copy of the teacher’s grading method is to be provided to parents/guardians. Teachers should have a copy signed by the student’s parent/guardian and returned to the school at the beginning of each academic semester.

Electronic grade books will be provided to teachers to communicate current student achievement. Student grades are always a reflection of the student’s performance in relation to the level of mastery of the curriculum taught. Jefferson County Schools’ expectation is that each teacher will enter a minimum of 1 grade per full academic week in the electronic grade book.

The following guidelines apply to all high school course grading practices:

1. At least two summative assessments (i.e., projects, unit tests, chapter tests, portfolios, approved alternate assessments, etc.) shall be given each nine weeks.
2. There will be one cumulative assessment valued at 1/7 of the semester average. This cumulative assessment will be administered near the conclusion of the semester. Prior to administering to students, each teacher must provide to the school based administration for review and approval a copy of this assessment with scoring guidelines.
3. Senior eligible for graduation may request an exemption from any second semester cumulative assessment if the following criteria are met:
   a) The senior must have a cumulative second semester average per course of at least 93% 8 days prior to the graduation date.
   b) The senior’s discipline record may not include any out of school suspensions during the second semester.
4. Homework will be 10% of a student’s final nine week grade.

Revised 6/27/16
Jefferson County Schools is committed to ensuring the success of all students. Equally, we understand that circumstances arise in a student’s life that prohibit him/her from functioning at his/her highest caliber. Therefore, to help students understand the obstacle of failure and how to correct mistakes the following re-test guidelines are established.

Re-Test after Failure:

Any student who earns less than 70% on a test can remediate with the teacher and opt to be retested provided the request is made within 5 days of the verbal or written notification of a test grade. The reassessment can be done in a multitude of ways which is determined by the teacher. Retest methods may include, but are not limited to, taking a different test, submitting a project/alternative assignment or a writing sample, conducting formalized test correction procedure, etc. This re-test procedure does not apply to the cumulative assessment. Students are restricted to a single retest of test.

1. Jefferson County Schools has the responsibility to provide an annual notice to students/parents regarding this policy. Individual student access for retest opportunity may be revoked by the administration upon substantiation of abuse.

2. The retest is graded for student feedback; however, the student will receive the higher of the two (original or retest) scores. Regardless of the actual score on the retest, the grade for the test will be capped at 70%.

3. This retest option does not apply to the cumulative assessment.

In all subject areas, instruction and practice in writing is required each marking period (WVDE Policy 2510, 9.6). Nine-weeks grades must be recorded on the report cards in letter grades with each letter being assigned
5.2.5 Elementary, Middle and High School Honor Rolls, High School Ranking and Recognition, and Weighted Grade Policy and Implementation Procedures

A. Honor Roll

1. Elementary Grades: The honor rolls for all Jefferson County elementary schools shall be computed in the following manner:
   
   A. Students in grades one and two shall be recognized for academic achievement at the classroom level by the classroom teacher.
   
   B. Honor rolls will be computed for grades three through five each nine weeks.

2. Middle School

   A. No student may be on the honor roll if he/she has a "D" or "F" in any class (semester grade).
   
   B. A student must have a 3.0 average to be on the honor roll.

3. Using the following computational procedure, a student must have a 3.0 average to be on the honor roll:

<table>
<thead>
<tr>
<th>COMPUTATION SCALE</th>
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</thead>
<tbody>
<tr>
<td>4.0</td>
</tr>
<tr>
<td>3.0</td>
</tr>
<tr>
<td>2.0</td>
</tr>
<tr>
<td>1.0</td>
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</tr>
<tr>
<td>3.0</td>
</tr>
<tr>
<td>2.0</td>
</tr>
</tbody>
</table>
3. High School
   A. No student may be on the honor roll if he/she has a "D" or "F" in any class (semester grade).
   B. A student must have a 3.0 average to be on the honor roll.

B. High school ranking/recognition, weighted grades, honors, and AP classes shall be computed in the following manner:

<table>
<thead>
<tr>
<th>Grade</th>
<th>AP &amp; Dual Credit Classes</th>
<th>Honors Classes</th>
<th>Regular Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 – 100</td>
<td>A</td>
<td>5.0</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.0</td>
</tr>
<tr>
<td>85 – 92</td>
<td>B</td>
<td>4.0</td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>75 – 84</td>
<td>C</td>
<td>3.0</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>65 – 74</td>
<td>D</td>
<td>2.0</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>No Credit</td>
<td>No Credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 – 64</td>
<td></td>
<td>No Credit</td>
<td>No Credit</td>
</tr>
</tbody>
</table>

C. High School Graduation Ranking/Recognition

All students in a class shall be included in the determining of rank-in-class. However, to be eligible for inclusion in the class ranking, a student must have completed the first semester of his/her senior year at Jefferson High School or Washington High School. Credits earned in classes that count toward high school graduation, except classes evaluated on a pass-fail basis, shall be included when computing class rank and grade point average.

Exact rank shall be computed at the end of the junior year and again at the end of the first semester of the senior year. Class rank shall be determined by grade point average as computed by the West Virginia Education Information System (WVEIS) as it pertains to the Jefferson County Weighted Grade Policy.

Students attaining grade point averages listed below will be recognized as Jefferson Scholars and will be listed in the graduation program per the honor earned.

<table>
<thead>
<tr>
<th>Honor</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>3.8 and above</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.4 – 3.7</td>
</tr>
</tbody>
</table>

Revised 6/12/08
D. Weighted Grade Policy and Implementation Procedures

The following classes will receive weighted credit:

**Language Arts**
- English Honors 9
- English Honors 10
- English Honors 11
- AP Language (AP English 11)
- AP Literature (AP English 12)

**Social Studies**
- World Studies Honors
- United States Studies Honors
- Contemporary Studies Honors
- AP United States History
- AP Civics and Government
- AP European History
- AP World History
- AP Psychology

**Mathematics**
- AP Statistics
- Trigonometry
- Pre-Calculus
- AP Calculus AB

**Science**
- Physical Science Honors 9
- Chemistry
- Physics
- AP Biology
- AP Chemistry
- AP Physics

**Other Classes**
- AP Studio Art

5.2.6 Interims
Interims will be issued to ALL students within three days (plus or minus) of the mid-point of the grading period. Each school will determine the date and notify parents (grades 1 – 12). After interims have been issued, if a student is to receive an “F” average, contact must be made with the parents. Acceptable means of this communication will be e-mail, U.S. mail (including certified), or a phone call. Teachers will maintain a log of evidence of these contacts (grades 1 – 12).

5.2.7 Procedure for Testing Out of a Class

**Qualifying Criteria - Student**

A. A student must meet two of the following criteria:
1. An unweighted grade point average of 3.0 or better over the previous four semesters for the subject area requested.

2. An achievement test percentile of seventy in the subject area requested on the student's most recent achievement test for the subject area requested.

3. A recommendation from the student's current teacher or most recent teacher for the subject area requested.

Application

A. A student must make application by April 30 in the school year prior to the school year for which the class is required.

B. Application must be made on a Jefferson County School's official application form.

C. Application is to be made with the school guidance counselor.

D. The school guidance counselor will forward the application to the county office to the appropriate coordinator.

Testing

A. The test will be based on the Content Standards and Objectives for the class.

B. A student must score at least eighty percent on the written exam to be eligible to attempt the laboratory exercises, the research paper, and/or other major class projects.

C. Laboratory classes will require that a student successfully complete five laboratory exercises/experiments randomly selected from a pool of required lab activities/experiments. A score of 80% on each lab exercise/experiment is required for this portion of the examination. The score on the written test and the average of the lab scores will be averaged to determine the student’s final grade.

D. The student will be required to complete any major class projects such as research papers. Topics for research papers are to be determined by the respective department. A score of 80% is required for this portion of the exam. The test score and the "project" score will be averaged to determine this student's final grade.

E. The maximum time for completing an examination will be three hours and thirty minutes.

Grading/Credit

A. The score earned on the comprehensive examination will determine the student's grade per the following scale:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A student who passes the test will be granted credit and the grade will not be computed in the student’s grade point average. A student who fails the test must take the class to receive credit.

B. A student may, after taking the comprehensive exam, choose to enroll in the class and choose not to have the grade earned on his/her test entered on his/her permanent record. Should the student choose not to enroll in the course, the grade earned will be recorded on the student's permanent record.

The student may take a test only one time.

**Eligible Classes**

A student may request to "test out" of the core classes of English, social studies, science, mathematics, and health.

**Other**

The student will be supplied with a copy of the Content Standards and Objectives and the textbook for classes for which he/she wishes to prepare to test.

5.2.8 Guidelines for Student Credit Recovery

The public schools of Jefferson County recognize the need for multiple means of recovering credit after a student fails a class or classes. Therefore, we provide our students with opportunities to make up failed course credit through several different avenues.

A local school official, generally the school counselor, will conduct a Student Assistance Team (SAT) meeting for the student to determine if the student meets the criteria for acceptance into one of the credit recovery programs. These programs are designed to help students succeed academically in a flexible, time efficient manner in order for them to ultimately graduate from high school. A variety of means according to particular class requirements are available through the SAT meeting.

One means of credit recovery is our summer school program. This program is a six week intensive curriculum that allows a student to recover a full credit within the time frame. Students needing only a half credit may enroll for either the first semester or the second semester depending upon their particular failure.

Another method offered to students is a research-based on-line program with curriculum set to state and national standards for various curricula. This content may be offered during the school day, after school, in
evening school, or during the summer. Some classes, such as physical education, are not available on-line.

1. Students may earn a maximum of four credits through the credit recovery program throughout a regular school year.

2. Credit recovery is only available to students after the first semester of their freshman year in high school.

3. During the SAT meeting, the committee will recommend students for inclusion in specific credit recovery courses. Because credit recovery can be delivered in a variety of ways, there are grading options:
   a. In summer school and the repeat of a traditional class, teachers will follow the county grading policy (Jefferson County Board of Education Policy, Chapter 7, Section 5.2, Grading and Achievement).
   b. In on-line grading courses, successful completion of all modules determines the grade. When averaging the grades for the credit, each module receives equal weight. In order to receive the on-line credit, the final average of all modules must be a minimum of 80%.

4. Students will only be enrolled in credit recovery classes that they have previously failed.

5. Students will receive an “F” for any courses not completed in a semester’s time period.

6. Seniors using credit recovery must complete their course work by the senior exam deadline in order to graduate with their class.

7. All tests in credit recovery must be monitored by an appointed instructor.

### 5.3 Homework Policy

**Revised 8/24/15**

Homework is a vehicle to establish student responsibility as well as a brief practice to demonstrate learned knowledge acquired from daily objectives.

Homework reinforces, enriches, and enhances instruction. It also encourages families to become more involved with education. It also causes students to work independently and to become more responsible for their own achievements.

Homework is review and practice of previous lessons. It should not be busy work, punishment, useless repetition or useless copying from books. Practice assignments should be kept to a minimum number of examples or problems of the same type because, without immediate feedback, useless time could be spent doing the practice assignment incorrectly. All completed homework should be checked and reviewed with the students.

Unfinished class work, review for tests, and special projects such as fair projects
are examples of homework.

Each school shall develop a school-wide plan and the principal should work with his/her teachers to help develop procedures to assure coordination of assignments among teachers. Each teacher shall review his/her homework format and the procedure for crediting a homework assignment. School plans should take into consideration that certain classes will require additional study time and may create an exception for them. All school plans and/or revisions must be approved by the superintendent or his designee.

In the individual school plan, homework assignments should not place unreasonable demands on the students' out-of-class time. It is suggested that the entire daily homework assignment equal ten minutes times the grade level. Keep in mind the individual student's capabilities.

It is wise for kindergarten teachers to introduce students to homework as a "responsibility" and assign them a simple job to do at home. This initiates the importance of consistency in assigning homework in grades kindergarten through twelve.

Homework shall be used to review material (demonstrated learning). Teachers are to establish and communicate a homework policy in the classroom. In assigning homework, great care should be given as to the time it will take to complete in light of life/responsibilities outside the classroom.

Homework is a necessary and integral part of the total educational process. The habit of homework is to be initiated early in the school experience. Homework should be assigned daily and be an extension of classroom instruction. Homework assignments are expected in the following suggested time allotments:

Revised 8/24/15

The following guidelines should be used when assigning homework:
Grades 1 – 5 10 minutes per grade level (grade 1-10 minutes, grade 2-20 minutes, grade 3-30 minutes, etc).
Grades 6 – 8 Team decision not to exceed 1 – 1½ hours per evening
Grades 9 – 12 Teacher determination based on the rigor level of content.

** Homework will not count more than 10% of a student's final nine-week grade.

5.4 Field Trips

Revised 12/12/11

The Board encourages educational field trips that enhance the learning process as an extension of the curriculum transition between exiting and entering grade levels and schools, or are both a recommended and approved part of a co-curricular or extra-curricular activity. Expenses related to field trips shall be discussed with and approved by the school administrator before submission to the Board Office. Educational field trips shall be available to all qualifying students regardless of financial means. Unless it has been determined that a student is a danger to him/herself or others, students shall not be excluded from educational
field trips as a disciplinary measure. To gain approval, a field trip must align with one of the five areas listed below and must adhere to the guidelines specified the guidelines listed in SOP 7.5.

- Field trips shall (be):

  1. Curricular—
   - Based on the curriculum
   - Related to regular classroom instruction
   - Include a fully developed lesson plan applicable to a content standard
   - Include pre- and post-trip classroom activities to enhance student learning and reinforce the relevance of the field trip to the content standard
   - With the exception of grades K-2, occur prior to April 15 or after county-wide assessments, i.e. WESTEST (excluding Spring Break) unless it is an approved fair, field day or academic competition.

  2. Co-curricular—
   - Closely related to identifiable academic programs and/or areas of study that serve to complement academic curricula
   - Include but are not limited to the following: band, band camp, Thespians, student council, career and technical education, student organizations, or newspaper/yearbook staff.
   - Occur prior to April 15 or after county-wide assessments, i.e. WESTEST (excluding Spring Break), unless the trip is required as a competition or a directive from an acknowledged authority outside the school (WVSSAC, FFA, FCCLA, etc).

  3. Extra-curricular—
   - Activities that are not related to academic programs which shall include sports and clubs that are not co-curricular.
   - Follow policies and procedures as established by the Jefferson County Board of Education and the West Virginia Secondary Schools Activities Commission (WVSSAC).

  4. Transitional—
   - Scheduled by the school principal to assist transition from one school to another.
   - Occur after county-wide assessments.
   - Occur prior to April 15 or after county-wide assessments, i.e. WESTEST.
Grades levels five and eight that will be moving on to the next programmatic grade level (elementary to middle school and middle school to high school) will be permitted to take one field trip at the end of the school year, after the administration of the county-wide assessments have been completed, that is not related to curricular outcomes.

Field-Trip Approval

1. Complete all required forms and submit to appropriate supervisors within required timelines.

2. Field trips to locations in Jefferson County and to counties adjacent to Jefferson County may be approved by the superintendent.

3. Overnight field trips and field trips outside contiguous counties require Board approval. In emergency situations, the Board of Education gives the superintendent the right to approve overnight field trips and field trips outside contiguous counties. Information regarding this emergency approval will be provided to the Board of Education at the next regularly scheduled meeting.

4. Fundraising projects to finance field trips must be Board approved. Public announcement of field trips that require fundraising shall be withheld until Board approval of the field trip and the fundraisers.

5. The Board authorizes school principals to select parents/legal guardians to serve as chaperones for field trips.

6. A list of parents/legal guardians approved by the principals is to be on file in the Board Office prior to an individual serving as a chaperone. Lists are to be updated annually. Individuals who are not parents/legal guardians of a student enrolled in Jefferson County Public Schools must be approved by the superintendent.

7. Field trip sponsors should consult "Field Trips and Excursions Guidelines" (available on DVD) which outline requirements for chaperones, private transportation, submission dates, overnight trips, etc. (Refer to SOP Chapter 7, Trip and/or Transportation Request)

In addition to those listed above, schools shall follow the guidelines noted below for the appropriate grade level(s):

1. High School (grades 9-12)
   - An individual course may include curricular field trips upon submission for review and approval by the principal, or designee.
   - Secondary fine arts (band, choir, Thespians, etc.) shall schedule major field trips on a rotational basis with each group traveling once every four years. A major field trip is one that requires significant fundraising and travel for more than one night. The rotation schedule
shall be kept on file in the office of the principal and Associate Superintendent for Curriculum and Instruction.

2. Middle School (grades 6-8)
   - Full day curricular field trips shall be limited to one per year.
   - Curricular field trips may be scheduled for a portion of the day, i.e., water testing, walking tours and visits to areas within short proximity of the school.
   - Field trips shall be agreed upon by the grade level/curricular team before submission to the principal.

3. Elementary/Intermediate (Pre K-5)
   - Full day curricular field trips shall be limited to one per semester.
   - Curricular field trips may be scheduled for a portion of the day, i.e., water testing, walking tours and visits to areas within short proximity of the school.
   - Field trips shall not exceed 12 hours and overnight field trips will not be approved.
   - Field trips scheduled during the evening or on weekends will not be approved for grade Pre K-2.
   - Field trips that exceed a driving distance of 50 miles will not be approved for Pre K students.
   - Field trips shall be agreed upon by the grade level teachers before submission to the principal.
   - Full day field trips scheduled to occur during the first semester shall be submitted for approval on or before October 15. Those scheduled to occur during the second semester shall be submitted for approval on or before March 15.

5.5—Live Works—Rescinded

Refer to Jefferson County Board of Education Policy, Chapter 7, Section 6.2 Experiential Learning

Rescinded 1/10/11
6.0 Graduation Requirements (Effective 2008-2009)

These graduation requirements are effective for students entering grade 9 in the school year 2008-2009 and thereafter. Courses needed for graduation require mastery of approved 21st-century content standards and objectives. Students who do not demonstrate mastery of the content standards and objectives shall be provided extra help and extra time through intervention strategies.

<table>
<thead>
<tr>
<th>Core Requirements (18 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading and English Language Arts</strong></td>
</tr>
<tr>
<td>English 9, 10, 11, 12</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>Physical Science</td>
</tr>
<tr>
<td>Biology or Conceptual Biology</td>
</tr>
<tr>
<td>Chemistry or Conceptual Chemistry or Life Science</td>
</tr>
<tr>
<td>or Earth Science (effective with 9th-grade students entering in 2008-09 and 2009-10 only)</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td>World Studies to 1900</td>
</tr>
<tr>
<td>United States Studies to 1900</td>
</tr>
<tr>
<td>Twentieth and Twenty-First Centuries Studies</td>
</tr>
<tr>
<td>Civics for the 21st-Century</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
</tr>
<tr>
<td><strong>Health</strong></td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
</tr>
<tr>
<td>The remaining graduation requirements are to be electives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Concentration Courses (4 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Pathway</strong></td>
</tr>
<tr>
<td>Science—4 credit (which must be above Physical Science)</td>
</tr>
<tr>
<td>Foreign Language—2 credits in one language</td>
</tr>
<tr>
<td>Concentration—1 additional elective credit required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to students selecting a concentration and pathway, opportunities for career decision-making must be provided in grades 9-10.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students must participate in an experiential learning experience at some time in grades 9-12. If credit is granted for these experiences, content standards and objectives will be developed and approved at the local level. (See Section 5.6.5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in grades 9-12 shall be provided integrated opportunities within the core requirements to master the standards for Policy 2520.14. It is recommended that all students take at least one course in technology applications during grades 9-12. It is also recommended that all students complete an online learning experience during grade 9-12.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All West Virginia High School students shall be fully enrolled in a full day of high school and/or college credit-bearing courses.</td>
</tr>
</tbody>
</table>
Chapter 7—Instruction
Section 6.0 Graduation (Effective 2008-2009)

It is the intent that students in the professional pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence, which may include college courses, AP courses or virtual school courses, for students in the professional pathway is Algebra I, Geometry, Algebra II, Trigonometry, and Pre-Calculus. The mathematics courses selected for credit must be relevant to the student’s concentration. Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the state assessment college readiness benchmark for mathematics, shall be required to take a college transition mathematics course during their senior year.

It is also the intent that students in the skilled pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence in the skilled pathway is Algebra I, geometry, conceptual mathematics, college transition mathematics or Algebra II. College Transition Mathematics must be offered annually.

2Physical Science, Biology or Conceptual Biology and Chemistry or Conceptual Chemistry shall be taken in consecutive order. Conceptual course credits may not be accepted by four-year higher education institutions.

6.0—Graduation Requirements (Effective 2010-2011)

Approved 6/12/08

These graduation requirements are effective for students entering grade 9 in the school year 2010-2011 and thereafter. Courses needed for graduation require mastery of approved 21st century content standards and objectives. Students who do not demonstrate mastery of the content standards and objectives shall be provided extra help and extra time through intervention strategies.

<table>
<thead>
<tr>
<th>Core Requirements (18 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading and English Language Arts</strong></td>
</tr>
<tr>
<td>4-credits</td>
</tr>
<tr>
<td>English 9, 10, 11, 12</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>4-credits</td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>3-credits</td>
</tr>
<tr>
<td>Physical Science</td>
</tr>
<tr>
<td>Biology or Conceptual Biology</td>
</tr>
<tr>
<td>Chemistry or Conceptual Chemistry</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td>4-credits</td>
</tr>
<tr>
<td>World Studies to 1900</td>
</tr>
<tr>
<td>United States Studies to 1900</td>
</tr>
<tr>
<td>Twentieth and Twenty-First Centuries</td>
</tr>
<tr>
<td>Studies Civics for the 21st Century</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
</tr>
<tr>
<td>1-credit</td>
</tr>
<tr>
<td><strong>Health</strong></td>
</tr>
<tr>
<td>1-credit</td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
</tr>
<tr>
<td>1-credit</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
</tr>
<tr>
<td>2-credits</td>
</tr>
<tr>
<td>The remaining graduation requirements are to be electives.</td>
</tr>
</tbody>
</table>
### Career Concentration Courses (4 Credits)*

<table>
<thead>
<tr>
<th>Professional Pathway</th>
<th>Skilled Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science—4th credit (which must be above Physical Science)</td>
<td>Concentration—4 additional credits required related to the selected career concentration</td>
</tr>
<tr>
<td>Foreign Language—2 credits in one language</td>
<td></td>
</tr>
<tr>
<td>Concentration—1 additional credit required related to the selected career concentration</td>
<td></td>
</tr>
</tbody>
</table>

### Career Development

Prior to students selecting a concentration and pathway, opportunities for career decision-making must be provided in grades 9-10.

### Experiential Learning

All students must participate in an experiential learning experience at some time in grades 9-12. If credit is granted for these experiences, content standards and objectives will be developed and approved at the local level. (See Section 5.6.5)

### Technology

Students in grades 9-12 shall be provided integrated opportunities within the core requirements to master the standards for Policy 2520.14. It is recommended that all students take at least one course in technology applications during grades 9-12. It is also recommended that all students complete an online learning experience during grade 9-12.

### Senior Year

All West Virginia High School students shall be fully enrolled in a full day of high school and/or college credit-bearing courses.

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**Chapter 7—Instruction**

**Section 6.0 Graduation (Effective 2010-2011)**

It is the intent that students in the professional pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence, which may include college courses, AP courses or virtual school courses, for students in the professional pathway is Algebra I, Geometry, Algebra II, Trigonometry, and Pre-Calculus. The mathematics courses selected for credit must be relevant to the student’s concentration. Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the state assessment college readiness benchmark for mathematics, shall be required to take a college transition mathematics course during their senior year.

It is also the intent that students in the skilled pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence in the skilled pathway is Algebra I, geometry, conceptual mathematics, college transition mathematics or Algebra II. College Transition Mathematics must be offered annually and will be counted as a mathematics credit.

Certain state approved career/technical courses may substitute for the required arts credit. This substitution is based on the arts-related content of these courses.
6.0 Graduation Requirements (Effective 2011-2012)

Chart V Adolescent (9-12) Graduation Requirements (Effective 2011-12)

These graduation requirements are effective for all students enrolled in school year 2011-12 and thereafter. Courses needed for graduation require mastery of approved 21st century content standards and objectives. Students who do not demonstrate mastery of the content standards and objectives shall be provided extra help and extra time through intervention strategies.

Core Requirements (18 credits)

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and English Language-Arts</td>
<td>4 credits</td>
<td>English 9, English 10 or an AP® English course, English 11 or an AP® English course, English 12 or an AP® English course</td>
</tr>
<tr>
<td>Mathematics*</td>
<td>4 credits</td>
<td>From the approved mathematics course sequences</td>
</tr>
<tr>
<td>Science*</td>
<td>3 credits</td>
<td>Physical Science, Biology or Conceptual Biology or AP® Biology, One additional rigorous lab science course</td>
</tr>
<tr>
<td>Social Studies*</td>
<td>4 credits</td>
<td>World Studies to 1900, United States Studies to 1900, Twentieth and Twenty-First Centuries Studies, Grades 9-11 may substitute the following AP® Courses: AP® World History, AP® US History, AP® European Studies, or AP® Human Geography, Civics for the 21st Century or AP® Government and Politics</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td>The Arts*</td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>2 credits</td>
<td>The remaining graduation requirements are to be electives.</td>
</tr>
<tr>
<td>Science—4th credit from the list of approved science courses*</td>
<td>4 additional credits required for completion of the students’ selected concentration (ISTP)</td>
<td></td>
</tr>
<tr>
<td>Foreign Language—2 credits in one language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 additional credit required. It is recommended that all professional pathway students complete at least one AP® course with corresponding examination.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Career Development

All students in grades 9-12 shall be provided structured, on-going experiences for career exploration, decision making and career preparation.

Experiential Learning

All students must participate in an experiential learning experience at some time in grades 9-12. If credit is granted for these experiences, content standards and objectives will be developed and approved at the local level. (See Section 5.6.5)

Technology

Students in grades 9-12 shall be provided integrated opportunities within the core requirements to master the standards for Policy 2520.14. It is recommended that all students take at least one course in technology applications during grades 9-12. It is also recommended that all students complete an online learning experience during grade 9-12. Students must be provided opportunities for advanced technology applications.

Senior Year

All West Virginia High School students shall be fully enrolled in a full day of high school and/or college credit bearing courses. It is recommended that students complete a senior project to add rigor and relevance to the senior year.
It is the intent that all students in the professional pathways will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence, which may include college courses, AP® courses, IB courses, or virtual school courses, for students in the professional pathway is Algebra I, Geometry, Algebra II, Trigonometry, and Pre-Calculus. The recommended course sequence in the skilled pathway is Algebra I, Geometry, Conceptual Mathematics, and Transition Mathematics for Seniors or Algebra II. Transition Mathematics for Seniors must be offered annually and will be counted as a mathematics credit. Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the state assessment college and career Readiness Benchmark (CCRB) for mathematics, may be required to take the Transition Mathematics for Seniors course during their twelfth grade year. Consideration will be given to mathematics performance on previous assessments and completion of mathematics courses to allow students who do not meet the CCRB to have other mathematics course options. Students who take the Transition Mathematics for Seniors course will take an end-of-course assessment to provide timely feedback on their readiness for college and career. The end-of-course examination will align with the WVHEPC’s Series 21 Freshmen Readiness Assessment and Placement Standards.

Because of the extreme importance of mastery of the Algebra I content standards and objectives (CSOs), students who need additional time to master Algebra I CSOs may be identified at the local level using a data-based decision making process. Students who need additional time for Algebra I CSO mastery should complete the recommended math course sequence at a pace that is consistent with their ability levels. While research indicates the best option for scheduling additional time is to do so within the same year, scheduling options such as “double blocking” Algebra I, Algebra Support and Algebra I, or other similar options may be determined at the local level, as long as the priority of the selected option is to provide students the best possible opportunity to succeed in mastery of the Algebra I CSOs. Counties selecting a scheduling option that places students who need extra time into two separate math courses may grant students up to two math credits toward graduation upon successful course completion. Therefore, the mathematics course sequence for these students will be Algebra Support, Algebra, Geometry and Conceptual Mathematics. It is further recommended that students who are in the most need of continuous math instruction be enrolled in at least one math course each year in high school.

Physical Science and Biology or Conceptual Biology shall be taken in consecutive order. However, conceptual credits may not be accepted by four-year higher education institutions for admission. Any lab-based science course above Biology and listed in Policy 2520.35 including science courses will meet the requirements for the third and fourth science credits.

Students shall take the high school social studies courses in the listed sequence to ensure maximum understanding of the material to be covered and alignment of the content and State Assessment. World Studies to 1900, United States Studies to 1900, Twenty-First Century Studies and Civics for the 21st Century shall be taken in consecutive order. When substituting AP® courses students should take AP® World History and AP® US History courses in place of two of their required courses. Students may substitute AP® European History or AP® Human Geography as a third required course in grades 9-11. The senior course, Civics for the 21st Century, has been written to deliver rich academic content within relevant context for students entering the world of work and college; therefore, the only acceptable substitute for this course is AP® Government and Politics.
4. The four credits taken by career/technical concentrators must be consistent with those identified for WVDE-approved career/technical programs of study. Each career/technical concentration in a school shall obtain and maintain an appropriate industry-recognized accreditation/certification, when one is available, and shall provide students the opportunity to obtain an industry-recognized credential as part of the instructional program. For the Skilled Pathway other than career/technical education areas, schools must identify and have local board approval for each of their locally designed concentrations. The concentrations must have four sequenced courses aligned with a postsecondary career option.

5. Students in Skilled Pathway concentrations that complete state-approved career/technical courses that reflect creative and innovative arts content may substitute these courses for The Arts credit required for graduation. Students who elect to substitute one of the listed CTE courses for the required art credit must enroll in an additional CTE course applicable to their selected CTE concentration.

The following courses are approved for substitution:
1851—Fundamentals of Illustration
1857—Fundamentals of Graphic Design
1861—Advanced Illustration
1859—Advanced Graphic Design
1982—Ornamental Metalwork
1431—Digital Imaging I
1727—Drafting Techniques
213—Floriculture
6.0 Graduation Requirements

**Graduation Requirements: 24 credit required: 18 prescribed and 6 personalized**

Graduation requirements for the class of 2018 and beyond

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>4</td>
<td>English 9, English 10, English 11, English 12 or English 12 CR, Transition English Language Arts for Seniors, An AP® English course may be substituted for any of the above courses.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>4</td>
<td>Math I or Math I Lab, Math II, Math III STEM, or Math III LA or Math III TR, Math IV or Math IV TR or Transition Mathematics for Seniors or any other fourth course option (see chart on page 35). An AP® Mathematics course may be substituted for an equivalent course or any fourth course option.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3</td>
<td>Earth &amp; Space Science (For students in Grade 9 that will graduate in 2020), Physical Science (for students in grades 10-12 that will graduate in 2017, 2018, or 2019), Biology (Grade 10), One additional lab science course or AP® science course</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>4</td>
<td>World Studies (Grade 9) or an AP® Social Studies course, United States Studies (Grade 10) or an AP® Social Studies course, One additional Social Studies course or an AP® Social Studies course, Civics for the Next Generation or AP® Government and Politics.</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>The Arts</strong>*</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

* Students who choose to substitute one of the listed CTE courses for the required art credit must enroll in an additional CTE course applicable to their selected CTE concentration. The following courses are approved for substitution:
  1851 - Fundamentals of Illustration (taught at James Rumsey Technical Institute)
  1857 - Fundamentals of Graphic Design (taught at James Rumsey Technical Institute)
  1861 - Advanced Illustration (taught at James Rumsey Technical Institute)
  1859 - Advanced Graphic Design (taught at James Rumsey Technical Institute)
  1431 - Digital Imaging (taught at JHS and WHS)
### Graduation Requirements (6 personalized)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personalized Education Plan (PEP)</td>
<td>4</td>
<td>Each student’s Personalized Education Plan (PEP) will identify course work for the four (4) credits that will lead directly to placement in entry-level, credit-bearing academic college courses, an industry-recognized certificate or license, or workforce training programs. Best practices encourage students to take at least 1 AP® and/or AC course with corresponding examination, a fourth Science credit, and 2 credits in one World Language, and/or four credits cumulating in acquisition of industry recognized Career and Technical Education credential focused on career aspirations.</td>
</tr>
<tr>
<td>Electives</td>
<td>2</td>
<td>The remaining graduation requirements are to be electives. When choosing electives, students should consult with their chosen postsecondary educational program to make sure the electives are acceptable.</td>
</tr>
<tr>
<td>Career Development</td>
<td></td>
<td>All students in grades 9-12 shall be provided structured, on-going experiences for career exploration, decision making and career preparation.</td>
</tr>
<tr>
<td>Experiential Learning</td>
<td></td>
<td>All students must participate in an experiential learning experience at some time in grades 9-12 earning a minimum of 4 hours to meet graduation requirements.</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td>Students in grades 9-12 shall be provided integrated opportunities within the core requirements to master the standards for Policy 2520.14. It is recommended that all students take at least one course in technology applications during grades 9-12. It is also recommended that all students complete an online learning experience during grade 9-12. Students must be provided opportunities for advanced technology applications.</td>
</tr>
<tr>
<td>Student Advocate/Advisor/Mentor “LINKS”</td>
<td></td>
<td>High schools will implement an advisory system that provides students with meaningful supportive relationships and maximizes each student’s personalized learning experience. An adult advocate, advisor, or mentor will take an interest in each student’s successful learning, goal setting, career planning and personal growth.</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS NEEDED TO GRADUATE** = 24 and 4 hours of experiential learning
6.1 Certificate of Proficiency

Approved 1/26/98

I. Purpose

The purpose of the proficiency and the warranty is to implement West Virginia Code § 18-2-6 (d) and West Virginia State Board of Education Policy 2510 and to provide employers and post-secondary educational institutions a guarantee of the student's proficiency level. Not later than the school year one thousand nine hundred ninety-one, certificates of proficiency including specific information regarding the graduate's skills, competence, and readiness for employment or honors and advanced education shall be granted, along with the diploma, to every eligible high school graduate. The word "diploma" applies to both the standard and modified diploma.

II. Contents of the Certificate of Proficiency

The following information shall be recorded on the certificate of proficiency:

- Standardized test results in the basic skills areas of reading, math, and language arts, including both total scores and the sub-test scores
- Courses taken in grades nine through twelve with grades and credits received
- Computer instruction received
- GPA (grade point average) for grades nine through twelve
- Class rank out of the total graduating class
- Attendance per year
- Co- and extra-curricular activities
- Grade scale include letter/numerical equivalent and use of weighted grades
- Level of proficiency in each basic skill area
- Special competencies
- Vocational training

The certificate of proficiency shall be mailed to each Jefferson County high school graduate no later than July 31, 1991, and no later than July 1 thereafter.

6.1.1 Guidelines for Reviewing Requests for Transfer of Credits for Graduation from Exemption (k) Schools (WV Code § 18-8-1)

Board Approved 9/27/07

The public schools of Jefferson County are cognizant of the reality that various ways exist to provide a high quality education. Therefore, they are open to accepting a transferred credit from a nonpublic Exemption (k)
school, provided the transferring credit meets standards as rigorous as those of the course it will replace in the public school curriculum. This process utilizes the same standard as used for the acceptance of any credit into the public school system.

A local school official, generally the guidance counselor, will conduct a curriculum review of the proposed credit when a nonpublic Exemption (k) school requests to have its credits transferred into a public school. The local school official from the receiving school system in consultation with the transferring nonpublic Exemption (k) school will determine if the proposed credit meets standards that are comparably as high as those set by the West Virginia Board of Education. The nonpublic curriculum standards do not have to duplicate the public school standards.

This policy will not: interfere with or seek to control the religious freedoms guaranteed citizens by the Constitutions of the United States and the State of West Virginia when the Exemption (k) school is a religious affiliated school; compromise Jefferson County Schools authority to oversee public schools; compromise the West Virginia State Board of Education’s authority to set and define the requirements to graduate from a public school or ignore the legal authority of the State Superintendent of Schools to interpret school laws and rules of the State Board of Education as outlined in WV Code §18-3-6; or impose the public school curriculum on Exemption (k) schools.

6.2 Experiential Learning

Approved 4/20/04

I. Purpose

In accordance with West Virginia State Board of Education Policy 2510, Jefferson County students in grades nine through twelve will be provided experiential learning experiences. Experiential learning experiences must have the demonstrated ability to assist the student in attaining the Process/Workplace Skills as defined in West Virginia State Board of Education Policy 2510.

II. Requirement

Revised 1/10/11

Beginning in grade 9, to be completed by the end of grade twelve, each student will be required to complete a minimum of 4 hours of experiential learning experience as a graduation requirement. Experiential learning opportunities are activities related to a student’s career choice that assist students to: gain an awareness of the workplace; develop an appreciation of the relevance of academic subject matter to workplace performance; and gain valuable work experience and skills while exploring career interests and abilities. It is not required that the experiential learning experience occurs during the regular school day or within the school calendar. To verify completion of the required graduation hours, an agreement signed by the employer, instructor, and principal or his/her
designee must be presented for verification of the learning experience.

III. Awarding of Credit

Awarding of credit is optional. A student may gain credit by successful completion of established high school experiential learning programs.

6.2.1 Veteran’s Honors Funeral Assistant Community Service Program
(Bugle Policy) Moved to an SOP

Purpose

A. The Jefferson County Board of Education recognizes the need to facilitate collaboration that will encourage capable young people to assist with the sounding of Taps at military funerals honoring our veterans and, thereby, help them to develop a better understanding of the sacrifices, a respect for the commitment and an appreciation of the privileges that the men and women of the armed services have protected through their service.

B. The purpose of this county policy is to increase the number of buglers qualified to sound Taps at military honors funerals of deceased veterans, and to develop programs for qualified student volunteers to participate as buglers.

Creating a Registry of Qualified Students

A. A registry of students shall be created by the school’s band director/music teacher. Student participation in this program is voluntary and parent/guardian permission must be obtained in writing for each occurrence. A parent/guardian or student must be responsible for transportation and this information must be a part of the permission form. In accordance with WV Code §18-2E-8e(d)(3), the Jefferson County Board of Education is not liable for student supervision while absent to participate in the sounding of Taps for veterans’ funerals. The schools or county may not reimburse expenses nor provide an honorarium. Participating schools may provide incentives as certificates, medals, pins, or other appropriate award symbols. WV Veterans certificate of recognition may be obtained from: WV Division of Veterans Affairs, 1321 Plaza East, Suite 109, Charleston, WV 25301.

B. The registry shall include:

1. Student’s full name and phone number
2. School name and phone number
3. Band director/music teacher
4. School principal
C. The registry shall be kept on file in participating schools and in the county board office. A technical support references file is to assist in implementing this policy. The technical support file may include, but is not limited to, the following:

1. WV Department of Education Arts Coordinator
2. Nationally recognized veterans' organizations such as:
   a. Veterans of Foreign Wars
   b. American Legion
   c. Marine Corps League
   d. WV Division of Veterans Affairs
   e. Bugles across America
3. Other community service organizations that have appropriate information on proper military protocol

D. The registry shall be made available upon request to the funeral directors and established veterans' organizations.

Training

After providing the appropriate musical training, information on the historical significance, and protocol necessary to ensure the integrity of the sounding of Taps, the band/music teacher shall determine students eligible for the registry.

Credit

A. The sounding of Taps shall be a co-curricular activity.

B. Participation in the sounding of Taps may be credited toward work-based learning or community service.

C. Students are responsible for verifying that credit is recorded with the appropriate designated person in their school responsible for Community Service/Work-based Learning credit.

Absences

Absences incurred through participation the sounding of Taps shall be considered an excused absence as a school approved co-curricular/extra-curricular activity. (WVEIS Code X-1)

6.3 Required Major and Recommended Elective Course Substitution Policy

Approved 5/16/00

I. Purpose

The following guidelines are intended to allow students, whether they are preparing for college, other post-secondary education or work to take a higher level course, advanced placement course, college course or more
rigorous substitute in place of a required major course or recommended elective course as set forth in the applicable high school program of studies, as evidenced by parental and school signatures on a uniform parental consent form maintained in the student’s permanent record.

These guidelines do not apply to the twenty-four required academic units specified in Policy 2510 as the minimum state requirements for graduation.

Definitions

1. Higher Level Course: A course in the same content area, but at a higher sequential level (i.e., Algebra II in lieu of Algebra I)

2. Advanced Placement Course: College Board Advanced Placement Course

3. College Course: Any course for which college credit is awarded (i.e. dual credit, advanced standing, regular college course).

4. More Rigorous Substitute: A course with the same or closely related content area in which the rigor and expectations are higher than the course for which the substitution is being made (i.e., Honors English 9 in lieu of English 9).

II. Process § 18-2E-8d

A student, in consultation with his or her parents, may request to take a higher-level course, advanced placement course, college course or more rigorous substitute course in lieu of a required major or recommended elective course as specified in the high school program of studies. Such requests should be reviewed by the school curriculum team or other appropriate entity on an individual merit basis. The decision as whether the substitute course will count as credit for the specified major or recommended elective requirement must be based on its applicability to the student’s five-year transition plan and post high school goals.

The student and his or her parents must be advised of the decision of the curriculum team and the impact of the substitute course on the student’s preparation for college, other post-secondary education or employment in the student’s major field of study. Furthermore, the student’s Certificate of Proficiency must not indicate that the student completed a program of study major unless the curriculum team judges the course to be related and relevant to the major field of study.

The student’s parents and the authorized school official must sign the parental and school certification form indicating that this process was followed and that the parents clearly understand the impact of the course substitution. This form must be maintained in the student’s permanent record.
6.4 Dual Credit Policy

Approved 5/22/17

Definition: Dual credit is defined as a college-level course of study offered to high school students. Dual credit courses enable high school students to receive, simultaneously, both high school and college-level course credit. Such courses must meet both the specified course content standards and objectives for the secondary and college course requirements. A high school student may earn both high school and college credit (dual credit) for the same course upon completion of course requirements.

Dual credit courses may be taught by full-time college faculty who instruct high school students on campus or by a high school teacher who has been approved by the college to teach the course. Determined by where the student is enrolled, attendance will follow the higher learning institution’s class schedule or the high school’s class schedule.

Principles: The primary purpose of offering dual credit courses is to deliver high-quality college experiences to high-performing high school students. Dual credit courses achieve multiple purposes: an expansion of access to college, an increase in the college-going rate, an increase in student success in college, and an enhancement of college affordability West Virginia Code §133-19-3

Location: Dual credit courses may be delivered on the college or the high school campus or a virtual environment.

Credit: The instructor will develop guidelines for the awarding of credit for both the secondary and the postsecondary credit. The grading scale used for the award of credit will be that of the postsecondary institution. College credit will be awarded for courses taken for dual credit upon the student’s successful completion of the course. High school credit will also be awarded by the secondary school upon successful completion of the course. All grades earned for college credit by the student in a dual credit course will be recorded on a postsecondary institution’s transcript.

Tuition: Tuition and other fees and charges for dual credit courses will be consistent with the published dual credit tuition rates as approved by the WV Higher Education Policy Commission. The higher education institutes will publish their fees and tuitions. It is the responsibility of the
parent or guardian to pay all fees and tuition. The student has the responsibility to purchase or rent the approved textbook or other materials needed for the postsecondary course.

**Student Eligibility:** To participate in dual credit courses, students must obtain an application for the program from guidance and a recommendation from the principal or designee.

The following criteria must be met for eligibility:

1. ACT score of 21 or SAT score of 1,000 or the equivalent PSAT score
2. Overall cumulative grade point average of the higher learning institution
3. Fewer than 10 unexcused absences per year

Juniors and seniors will be excused during the school day to attend college courses. Students who are denied dual enrollment may appeal the decision.

Coursework Criteria: In the case that a dual credit course is used to meet a graduation requirement, the courses must reflect the college-approved syllabi, texts, assignments and assessments as well as the review and approval of the WVDE and WVBE. The high schools and the higher education institutions will determine which courses are acceptable for dual enrollment. In addition, certain courses may be taken and awarded college credit but may not fall into the category of dual enrollment if their content standards and objectives do not align with the WVDE content standards.

Many courses are eligible for dual enrollment, but not all courses satisfy WVDE graduation requirements. Other approved curriculum is available for elective credit. WVDE (§ 126.5.4.h.1), as well as WVSSAC (§127.2.6.1.b) regulations, state that students must attend their home schools for four credit bearing classes per day.

Enrollment and posting of grades: Students enrolled in dual credit courses must adhere to the dates comparable to those specified on the college campus for registration, drop, withdrawal, or refund.

Withdrawal from dual credit course: A student who withdraws from a dual credit course must enroll in a WV Virtual School course to complete the missing graduation requirement.

Awarding of Credit: To receive high school credit, students must send an official transcript at the end of each college semester to the designated high school counselor for the posting of grades on the high school report card and transcript. Only a letter grade will be listed. The grading scale will be that of the higher learning institution.

7.0 **Guidance Program — Comprehensive Development Guidance**  
COMPREHENSIVE SCHOOL COUNSELING PROGRAM  
**Mission**

Jefferson County Schools believes that the comprehensive developmental guidance program is an integral component of the educational services to students in Jefferson County. The mission of the guidance program is to be concerned with the development
of all students’ personal, social, educational, and career attitudes and aspirations. Through the comprehensive developmental guidance program, students should be provided opportunities to increase their knowledge of normal growth and development, learn skills to promote positive mental health, and learn ways to assist in acquiring and using life skills. Our guidance program should be grounded in the basic principle of helping students to become independent, fully functioning, and contributing members of the community and society.

Scope

This policy sets forth the requirements for a comprehensive developmental guidance program as part of our full educational services to students in grades kindergarten through twelve.

Guidance and Counseling Services

The Jefferson County School Board shall assure the implementation of programs designed to assist all students in the identification and realization of educational, career, and social goals through the following services:

Elementary and Secondary Schools

Orientation: Each school will provide activities that assist students to become acquainted with their new school, to know the school staff, to understand the course offerings, school rules, school goals and receive an opportunity of belonging.

Student Records: Each school will organize, collect and maintain cumulative and other school records. This will include the interpretation of assessment data available to students, teachers, parents and administrators needed for the decision-making process.

Guidance: Individual and group interactions will be used to assist students in working out solutions to academic, personal and social problems and the establishing of educational and career goals.

Consultation: The school counselor will provide interaction with parents, teachers and community agencies regarding strategies and services to assist students.

Placement Awareness: The school counselor will organize activities that assist students in identifying appropriate post-secondary employment or further training.

Follow-up: The school counselor will organize a plan for collecting information from former students to review the effectiveness of the guidance program. Every three years the elementary and secondary schools’ developmental guidance program should be evaluated and updated accordingly.

Secondary

Information: Each secondary school will collect and disseminate current information that will assist students in making choices about courses, five-year plans, and post-secondary education occupations.

Educational Planning: The school counselor will assist students in the selection of courses in their middle and high school years to formulate their five-year educational plans.
School Counselors Utilization

School counselors should spend at least seventy-five percent of their time in direct counseling relationships through the services previously identified. School counselors should devote no more than twenty-five percent of the workday to administrative activities that must be counselor related.

I. Purpose
A. JCS Comprehensive School Counseling Program defines the core components of the CSCP in Jefferson County Schools, including the state’s established West Virginia Student Success Standards (WVSSS).

II. Comprehensive School Counseling Program Description
A. The CSCP is an integral part of the total school program and is aligned with the school’s mission. The CSCP is a proactive, systemic approach to assist students with the acquisition of attitudes, knowledge, skills and behaviors necessary to maximize student success and preparation for a variety of postsecondary options. The CSCP provides universal prevention for all students, targeted interventions for at-risk students and intensive interventions for the most at-risk students. The CSCP is standards-based, designed to developmentally and sequentially address the WVSSS within each programmatic level. The CSCP utilizes school and community data to identify student needs in relation to the CSCP and to set annual priorities for the WVSSS. A certified school counselor, in collaboration with school and community stakeholders, will develop an Annual CSCP Plan in order to coordinate and implement a CSCP designed to address student needs. The CSCP contains four distinct delivery systems.

III. Delivery Components of Comprehensive School Counseling Programs
A. This section defines components of Jefferson County Schools’ standards-focused and evidence-based CSCP to be monitored by county and school leadership. Delivery components include:

1. Personalized Student Planning – Personalized student planning includes providing opportunities for students to discover their interest in emerging careers. Ongoing opportunities at all programmatic levels are provided during the school day for career exploration and self-discovery. Personalized planning allows students to develop academic skills, identify interests, maximize strengths, minimize weaknesses, set and reach personal/educational goals and realize their career aspirations. A Personalized Education Plan (PEP) is developed collaboratively, involving students, parents/guardians and school staff.

2. During the 8th grade year, each student’s PEP is developed to identify course selections for the 9th and 10th grade based on each student’s identified career aspirations. Prior to development of the PEP, the school shall provide ongoing opportunities during the school day for career exploration and self-discovery involving student needs assessments, career and interest inventories, learning style inventories, self-reflections and career inquiry. When finalizing the PEP, the counselor and/or student advisor will meet with the student and parents/guardians to secure signatures documenting involvement. The student and parents/guardians are provided a copy of the PEP.
3. During the 9th grade and each subsequent year each student reviews and updates his or her PEP in collaboration with the school counselor, teachers, advisors and parents/guardians. Review of the PEP will include academic offerings, career plans, review of various interests, learning styles, career and academic assessments (e.g., ACT EXPLORE, interests and learning styles inventories, aptitude tests, multiple intelligence inventories) to guide changes to course selections.

4. During the 10th grade year the second phase of the PEP is developed. Students identify course selections for grades 10-12 and postsecondary plans for the first year after high school. To assist with development of the three-year PEP, the school will provide ongoing opportunities during the school day for career exploration and self-discovery involving completing student needs assessments, career and interest inventories, learning style inventories, self-reflections and multi-faceted opportunities for career inquiry. Each student’s individual assessments will be reviewed to ensure academic planning maximizes individual strengths and interests. Career exploration and planning and the development of the PEP is a shared responsibility between the school counselor, teachers, advisors and parents/guardians.

5. The PEP is reviewed annually in grades 9-12 with the student and his or her parents/guardians and is signed and dated during each annual review conference. Students may amend his or her PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements based on availability of courses.

B. Responsive Services – Responsive services offer preventive activities and programs to address the identified needs of students in each school, as well as evidence-based interventions to address targeted student needs. The services include working with at-risk students to provide the help and support needed to ensure grade level success. Usually short-term in nature, responsive services include individual and small group counseling; academic and behavior intervention plans, crisis prevention and response; consultation with parents/guardians and other school staff; and referrals to school and community resources. Some students may require an immediate and expert response to assist with an academic, emotional or behavioral crisis of a severe nature. In cases where students require ongoing support or therapy, the counselor makes appropriate referrals and works with families to secure appropriate resources within the school or community. Schools identify who will coordinate and follow-up on each referral. The school counselor collaborates with stakeholders to create a school-wide, prevention-based approach to individual and school crises and has a crisis plan in place to address the mental health component of common school-wide crises. The school crisis team educates other stakeholders to assist with school-wide crisis preparedness, prevention, intervention and response, outlining responsibilities and best practices in the school crisis planning and response.

C. Student Supports –The student support component of the CSCP consists of a systemic, coordinated approach of developing and implementing programs and activities within the school and community aimed at supporting the success of all students. High quality education programs
provide well-designed student support systems, ensuring that the learning environment is safe and supportive and that the academic, social and emotional, and career development needs of students are identified and addressed. The school counselor collaborates with stakeholders to ensure school-wide coordination of the CSCP and other student support programs. Schools design and identify programs and resources that address identified student needs and enhance the success of each child. Additionally, students and families may seek support to address their unique academic, career and personal-social needs.

IV. Program Monitoring

The CSCP is monitored by the county board of education, and each school’s principal evaluates the school counselor in accordance with WVBE Policy 5310.

V. Incorporation by Reference

Copies of the West Virginia Standards for Student Success can be obtained in the Office of the Secretary of State and in the WVDE, Office of Secondary Learning and the WVDE website under State Board Policies.

8.0 Standardized Testing

STATE-WIDE ASSESSMENT PROGRAM

State-county testing is administered to all students in the grades designated by the state and as otherwise needed as outlined in WVDE Policy 2340.

9.0 Co-curricular and Extra-curricular Activities

9.1 Co-curricular Activities

Student activities, clubs, and organizations are designed to supplement the regular instructional program. Generally speaking, student activities should be student initiated, student run, and disbanded when student interest wanes to the point where membership does not constitute adequate numbers to achieve the purposes of the activity. However, all student activities, clubs and organizations that function under the auspices of the school system shall be supervised by faculty sponsors or chaperones. In addition, there shall be an observable, logical relationship between the co-curricular activity and the educational mission of the school system.

All activities must have voluntary membership and pressure is never to be exerted in an attempt to influence membership. Anyone regularly enrolled as a full-time student shall be eligible to apply for membership in any recognized and sanctioned activity. Secret organizations when discovered shall be ordered to cease and desist.

All students enrolled in a given school within the county shall, regardless of race, color, national origin, religion, language, sex or handicapping condition, be eligible for participation in co-curricular activities.

9.2 Interscholastic Athletics
The principal is responsible for the overall program of the school. However, he/she may delegate the administration of the athletic program to the athletic director -- with the exception of the financial management that will be retained by the principal.

9.2.1 Opportunity

All sports programs are to be considered of equal importance and expected to adhere to WVDE Policy 2436.10 and WVSSAC rules. A variety of programs should be offered for the benefit of participants. Trying out for a sport must be open to all students and must be a matter of the student's choice.

9.2.2 Player Eligibility - School Standards (i.e., academic, attendance, etc.)

All activities must abide by the rules established by the West Virginia Secondary School Activities Commission.

9.3 Bus Use

The sponsor of all school activities held away from home shall be responsible for returning all participants to the school after such events. All students must return on the bus except a parent/legal guardian may pickup his/her child after an event by providing the coach/sponsor/teacher/administrator in charge with a written request.

10.0 Personnel

10.1 Volunteers - Moved to Chapter 6-Personnel

The Board approves the use of volunteer aides after they have been appropriately serviced for the duties they elect to perform. Volunteers and chaperones must abide by state and county board policies.